



# Grade 5 Writing

*Released Items*  
*Winter 2002*

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# DAY 1 DAY 1 DAY 1

## WRITING ABOUT THE TOPIC:

Think about a talent or skill you have or would like to have. It may be telling stories, making people laugh, playing a game, or being a good listener. **Write about a talent or skill.**

You might, for example, do **one** of the following:

write about a time when you decided you wanted to be good at something

**OR**

describe how someone might get better at a talent or skill

**OR**

write about a time someone first discovered a talent or skill

**OR**

describe a talent or skill you would like to have

**OR**

write about the topic in your own way.

You may use examples from real life, from what you read or watch, or from your imagination. Your writing will be read by interested adults.

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You may use this area and the following pages for freewriting, clustering, outlining, webbing, listing, etc. When you are ready, begin your draft.

# DAY 2 DAY 2 DAY 2

## REVISING AND POLISHING

### REVIEW OF WRITING

#### DIRECTIONS:

Use the following checklists as you revise and proofread the piece you have written. Any writing you want scored must start on page 3 in your *Final Copy Answer Booklet*. No additional paper will be scored. Do not use correction fluid. If you make an error, cross it out, and write your correction above or next to it.

#### CHECKLIST FOR REVISION:

- Do I have a clear central idea that connects to the topic?
- Do I stay focused on my central idea?
- Do I support my central idea with important details/examples?
- Do I need to take out details/examples that DO NOT support my central idea?
- Is my writing organized and complete, with a clear beginning, middle, and end?
- Do I use a variety of interesting words, phrases, and/or sentences?

#### CHECKLIST FOR POLISHING:

- Have I checked and corrected my spelling to help readers understand my writing?
- Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

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### Holistic Scorepoint Descriptions Grade 5

Here is an explanation of what readers think about as they score your writing.

- 4 Central ideas may be clearly developed through details and examples. The writing may have a natural flow and a clear sense of wholeness (beginning, middle, end); the organization helps move the reader through the text. A clear and engaging voice is likely to be demonstrated through precise word choice and varied sentence structure. Skillful use of writing conventions contributes to the writing's effect.
- 3 A recognizable central idea is evident and adequately developed. The writing has a sense of wholeness (beginning, middle, end) although it may lack details or have extraneous details which interfere with unity. Appropriate word choice and variable sentence structure contribute to the writing's effectiveness. There may be surface feature errors, but they don't interfere with understanding.
- 2 The writing shows a recognizable central idea, yet it may not be sustained or developed. There is an attempt at organization although ideas may not be well connected or developed; vocabulary may be limited or inappropriate to the task; sentence structure may be somewhat simple. Surface feature errors may make understanding difficult.
- 1 The writing may show little or no development of a central idea, or be too limited in length to demonstrate proficiency. There may be little direction or organization but, nevertheless, an ability to get important words on paper is demonstrated. Vocabulary and sentence structure may be simple. Minimal control of surface features (such as spelling, grammar/usage, capitalization, punctuation, and/or indenting) may severely interfere with understanding.

Not ratable if:

**off topic**

**illegible**

**written in a language other than English**

**blank/refused to respond**

## Student Response 1

I want to be a professional video game player because I can play video games good. The games I'm playing now is Croc and Crash Bandicoot. I have played many games also. The games I like to play on my game boy advance are Wario Land 4 and Super Mario advance. I like 00 Goldeneye and 007 The world is not enough for N-64. The games I like for sega quinesses are Mortal Combat and Sonic 3. For Nintendo I like Mega Man and looney tunes. My favorite games for tati are Foz and Froger. My favorite game for PS1 is Jeremy McGrath 2000 and Coolboarders 2001. On gameboy

I like to play Paper Boy and Mario. For gameboy color  
I like Pokemon Blue and Pokemon Crystal. On computer  
windows 95 I like to play Sonic and Fuji Golf.

**Score Point: 1**

This response shows little development of the central idea (a talent for playing video games) and simply lists games the writer likes to play.

## Student Response 2

The Skill that I have is being good at Monopoly. I usually win but it's hard to beat my mother, she's very talented. I always get Boardwalk which is the Best Property in the game. The properties I want: every time I play Monopoly. Boardwalk, St. James Place, St. Charles Place, New York Avenue, Park Place, Atlanta Avenue, and more.

You get money when you start the game. This is the money you receive. You get two five-hundreds, two one-hundreds, two fifties, six-twenties, five-tens, five-fives, and five-ones for rent.

Score Point: 1

Although this response remains focused on Monopoly, most of it is an undeveloped list of the elements of the game.

## Student Response 3

The talent that I am good at... is french braiding hair ~~to~~ I love french braiding hair because it is a great thing to learn how to do and you can make a living out of it like I plan on doing. I learned how to french braid by practicing alot and watching my mom braid other peoples hair. I have been french braiding hair since I was nine years old and I still love doing it. I love to make up styles and create too in my spare time or when I'm bored. It is easy to learn you could look at other peoples hair and see how it's done and you could look at hair magazines and learning Books I love french braiding hair that is what I'm good at.

## Score Point: 2

This response is focused on having a talent for French braiding hair. Although there is some detail, there is no sustained development of any of the ideas. There is an attempt at organization, but there are weak connections between ideas due to the minimal amount of development.



## Student Response 4

It would be cool to take care of animals. The way I'm going to do this is to read all the books on animals I can get my hands on. The books I already read are books on monkeys, horses, tigers, cheetahs, and snakes.

Also to be good at taking care of animals I could start listening to my Science teacher, Social Studys teacher, and my Math teacher.

The reason I should start listening to my Science teacher is because I need to know about animals. The reason I should listen to my Social Studys teacher is so I know wher to go wher

an animal is sick. The reason I should listen to my Math teacher because I need to know how to calculate distances

Another way is to go on the computer to google search and read all about any animal I want to read about. The only animal I looked up on the computer is a cheetah because that was for a school project.

That's the only time I did it because reading out of books doesn't make my eyes hurt but reading on the computer does make my eyes hurt.

The reason I want to take good care of animals is because I'm learning how to be a Wild life Veterinarian. I want to be

a wild life veterinarian  
because I love animals and  
I don't want any more  
animals to be extinct.

**Score Point: 2**

This response has a recognizable central idea (take care of animals), but lacks development. There is an attempt to organize the paper around the different ideas presented (read books, listen to teachers, go on the computer, be a veterinarian), but there is only limited development of each of these ideas.

## Student Response 5

Hi, my name is C. , my talent is ballet. It all started when I was two years old at a small dance school called "B Dance School". I took class there, until I was seven years old, when I went to a new studio called "C School of Dance." My teacher put me in level two, I was first to be moved to level three. Then came level 4, and just before the top level 5, my teacher, Ms. A , moved to New York to become a professional dancer. So I went to a new dance school called "A Classic Ballet School". My teacher, Mrs. A is the most strict teacher I have ever had in my life. In class, we have to wear uniforms (peach tights with a very specific black leotard). We also have to bring a notebook to write corrections in, and she screams at us like crazy! If you messed up on a combination, you have to write it one-hundred times in

our notebooks.

Now, I'm going to tell you about BC (Ballet Company). I auditioned and became a junior. Company class is on Saturdays, and it's very hard, so she screams a lot.

Next, I'm going to tell you about our production of "The Nutcracker", it was a lot of hard work. If you were late, you would have to pay \$25, if you missed an entrance on stage you have to pay \$5, and if your point shoe ties came undone, you would have to pay \$10. But, there were fun parts about the Nutcracker. One of them was getting to watch the real professional dancers do the sugar plumb fairy dance. Another one was the dressing rooms, we each got our own mirror with lights to put our make-up on.



Third, I'm going to tell you about "The Mid-States festival. The seniors in BC learn a bunch of dances that are a mix of jazz and ballet, and present them with a ton of other dance schools at "Mid-States" in Chicago. Here is the fun part, the juniors get to go to Chigago, stay in a hotel, and watch "Mid-States" (No parents allowed!).

Finally, There's "The Carnival of the Animals", it's going to be really fun, too. Each person is an animal, (I'm a bird) and we learn a big fancy part. Then, we go to some schools and present, they don't know much about ballet. It's going to be in May.

So, that's a dancer life. It's not easy, but it is fun. I take classes five days a week, so I get alot of exercize. I have been taking it for eights years now. Just two things to remember: One,

dancing is more than lifting your leg and  
spinning around. Two, before you think of  
becoming a dancer, read my paper.

**Score Point: 2**

Although this response maintains a central idea (ballet dancing), the supporting details are not connected to each other. This lack of connection is caused by abrupt transitions between examples (now I'm going to tell you about BC...next I'm going to tell you about the Nutcracker...third I'm going to tell about Midstate's Festival, etc.) This lack of connection causes significant interference with unity, weakens the organizational structure, and limits the effectiveness of the development.

## Student Response 6

Have you ever felt alone? Sad, and just wish that you could have a true friend? Always were the dump at parties? Well, this story talks about a girl named L. She's the type of girl that you take one look at her and have the guilt of, "I-never-want-to-be-your-friend." All L wanted was a friend, a true friend. Not a "promise to keep your secrets" and never does kind of a person. A nice, caring friend, that helps her along the way. L is just an ordinary kid.

One day at lunch, sitting at the "losers" table, L was watching all the popular kids, L sat there alone. "I wish I could have a true friend, a real friend. I'm going to go get some more mustard for my burger," L said looking at her mustardless burger. As Lauren started walking down the aisle staring at the popular kids, L didn't see where she was going and bumped into a



7<sup>th</sup> grader walking in the other direction. She  
She then did a complet 360° flip in the air, and  
landed back on her feet. "Wow go L-,"  
people were shouting!

From that moment on L- finally  
was liked, and had a couple of friends!  
See, you too can be liked and have friends. Mabey  
friends from all over the world! Or even just down  
your street. When L- found out that she  
could make people laugh, she stuck with it  
and had a good life!

**Score Point: 2**

Awkward transitions and gaps in development (she did a 360 degree flip...from that moment on L was liked) cause some confusion in this response. The ending is abrupt and awkward as the author switches between the story, talking to the audience, and back again. There is some development and some voice that is appealing.

## Student Response 7

A talent I have and would like to get better at is field hockey. I want to be like my older sister who used to play field hockey. I'd like to be a professional f h (field hockey) player when I grow up but I also want to be a nurse so I might not have time.

5 reasons I love field hockey.

1. You are always active during a game, 2. It's my favorite sport, 3. I learn a lot of new things every year, 4. I have lots of fun, 5. I'm an o.k. player.

I love field hockey for many reasons (5 already listed) but mostly because it is 1 thing I can do that I like and do well. I used to take ballet but I didn't like it because it didn't make me happy and I didn't have much fun either. But field hockey rocks.

In 3<sup>rd</sup> and 4<sup>th</sup> grade my sister was the coach and as I recall we had 2 all winning seasons. This year in the fall we didn't do as good but we still kept it together and made

it through and that is one of the most important things in the world. You have to stick together or else you play really bad. As I end my report/story I have to say field hockey is one of the most important things in the world to me aside from friends and family. I have worked very hard on getting better and I hope it all pays off one day.

**Score Point: 3**

This response has an evident central idea (a talent for field hockey) that is maintained throughout the essay. Even though the student includes a short list at the beginning, enough relevant details are presented for adequate development and an overall sense of wholeness (beginning, middle, and end) and the connections among ideas help to unify the paper. The voice of student comes through in this response.

## Student Response 8

These are some times when I wanted to be good at something.

When I was about five years old, my family bought a cottage Up North. Every time we went Up North, I couldn't wait until we got Up North because our cottage is so big. My cottage is by a ski slope area for downhill skiers. One day we all decided to try and ski the next winter.

Then the day came to ski for the first time. The first time I tried skiing I remember falling down a couple of times, so my parents signed me up for kid's academy. Kid's academy is a place for kid's to go where ski instructors teach kid's how to ski. I loved going to kid's academy because there were kid's my age there. It was fun because the ski instructor's were so nice. The instructor would always

let everyone have a break to get hot chocolate. I decided that I wanted to be good at skiing and go down a hard hill.

One cold day, it was just my sister and me in a group. I wanted to ski down a hard hill called Goosebumps. Goosebumps had moguls on it and was very hard to ski down. My instructor and I decided we would ski down Goosebumps, while my sister skied down King's Canyon, a hill next to Goosebumps. It took my instructor and I as long as I can remember to get down the hill because every time you turned you would fall down because a mogul would be right in front of you. It was as cold as ice and it felt like you would be frost-bitten if you stayed on the hill, but I wanted to get good at skiing. When I finally got down

Goosebumps, I felt like I was a better skier because I got down a hard hill that I never imagined possible. Now I think I am a great skier because I was determined to become a good skier and now I am!

Another time I wanted to be good at something was when I was on a Swim-Team and wanted to swim as good as my sister, K. I was so happy when my mom signed me up for the team.

At first you start on the Pre-Team. Once you get really good at swimming you get to be on the Swim-Team. After my first year I got on the Swim-Team. I was so excited! At the end of my second year I went to B finals. B finals is a swim meet that sixteen teams go to. I was going to swim fifty free and fifty back. That just meant that I was going to swim two laps



for each stroke. Before I started I was really scared I would do bad and know that would shatter my dreams of doing good in swimming. Before I knew it I heard the starting gun ~~down~~ in the air. First I did backstroke and on my first lap I was ahead of everyone else, but on my second lap I slowed down since I was tired from my first lap. I got second place and my friend B got first place. I was disappointed that I didn't win but happy for B.

On my second stroke which was freestyle, I got second to last place. Even though I didn't win, I won a lot of other laps I did in other meets. I am happy when I win. Even though I am not on the swim-team anymore I think I am still a good swimmer.

So these times that I told you about is when I decided to be good at something and I think I am!

**Score Point: 3**

This response develops two examples of talents (skiing and swimming) that are both addressed by a general introduction (some times when I wanted to be good at something) and a general conclusion, both of which help contribute to an overall sense of wholeness. Both of these examples are adequately developed narratives organized around a clear sequence of events.

## Student Response 9

## Bowling

I am on a bowling league, I am pretty good. Whenever my uncles went bowling I would watch them and wish that I could bowl that good. With a little bit of practice I became an awesome bowler. Bowling is really fun and it's not that hard to learn. My average is about 95. My cousin, M, is really really good. His average is around 125! I go bowling for my league every Friday at 4:00. Everyone is always reaching to get their pizza and pop. My teammates names are A, K, and B. I'll tell you about one Friday at bowling.

"Hi!" B shouted as I walked into the bowling Alley.

"What's up?" I yelled back as if she couldn't hear me. Standing in line to get some bowling shoes, I unzipped my coat. "One pair of size 3 shoes please," I told the lady behind the counter.



"Here ya are," she said as she handed me the shoes.

"Thank you!" I said as I walked over to the lane I was bowling on. I threw my coat over my chair and sat down to put my shoes on. After I tied the last bow on my shoe, I bent down to get my ball. I walked down to the lane and sat my ball on the ball return. I walked back up, to type on the monitor, all my teammates first and last names. After I did that, I heard my mom calling me from our table. She laid down a check and some money for pizza and pop.

"Thanks mom!" I said as I pulled the check out from under the money and slipped it into the envelope.

"Hi!" K and A said as they walked up, both with their bag over their shoulder and their coat zipped up half way.

"Hi!" I said as I got inline for my food. They walked off and took their coats off to put on their shoes. After I got my pizza and pop, the lanes turned on to practice.

B hopped up, grabbed her ball off the ball return and threw the ball down the lane. Crash! B threw a strike!

"-less!" She shouted.

"Good job, B!" I said as she walked up to sit down. After everyone had practiced, we started our games.

"A, your up first!" K yelled over to her. She rolled her ball. She missed 2 pins! As her ball returned she scooped it up and rolled it down the lane. Boom! She got it! After the game was over, we looked at the screen to see who won.

"We won!" A shouted. Everyone grabbed their balls, returned their shoes and zipped up their coats. Everyone left too.

**Score Point: 3**

This response has a developed central idea (one Friday at bowling, which is the student's talent). The response is organized by the narrative progression from beginning to middle to end. The story of the bowling competition is adequately developed with specific details. Appropriate word choice, variable sentence structure and adequate and adequate use of writing conventions contribute to the writing's effectiveness.

## Student Response 10

I just love the way when you're warming up for a big tournament, you're shoes are tied tight skidding along the fresh, green court, I love the fresh smell of tennis balls getting knocked back and forth, and most of all I just love smacking the ball into opposite corner that my enemy is fleeing to.

Hi, my name is I \_\_\_\_\_ and as you can probably see, I love tennis. I started playing when I was three years old, but most of the time we played games to help improve my hand-eye coordination. Like on the first day for example; my instructor gave me a cone, ran over to the other side, and started hitting balls far up into the air that landed around me. I stood there clueless until he said "try and catch the balls with the cone!" It took me a few moments to get the message, however, I soon caught on.

After about 12 lessons with hand-eye coordination games, my instructor finally told me to quickly go grab my tennis racket and run back. I did as he said, my heart racing and pumping hard, ringing a bell in my chest, I thought I was actually going to hit

the ball.' But I was wrong again, because for the rest of the hour, I was shown the grips (the way that I was supposed to hold a racket) and hitting the carton, pretending that it was the ball.

Over the next five summers I continued to take tennis lessons and classes at the Sports Club B until I was consistent, could hit various topspin shots, and was able to play a match. This was when I was eight years of age and had just finished 3rd grade.

A lot of people in my class would be turning nine over the summer or already did during the school year, but I had a late birthday (November ) so I couldn't go to the local sleepover tennis camps at nearby colleges.

I decided that this would be a good time to have a week or two off of tennis, so, instead of tennis I went up north to Camp W for two weeks. Even though the two weeks that I spent there were supposed to be off weeks, I still found my way to the tennis courts by taking classes and accepting pointers from the instructors up at the camp.

When I finally got back from my two week stay, I had to decide what to do with the leftover

weeks of my summer. I decided to take a tennis course from 9am - 12pm and then cool off water skiing from 2pm - 4pm and then spend the rest of the day doing my summer homework and hitting tennis balls against the garage. Next summer because and only because I was still too young to go to Michigan N Tennis Camp I had to go to the Michigan S one. I felt like I was a toy doll because everybody there was at least 5 years older than me, but still I had a great time.

When my parents came to pick me up the following Sunday, they immediately noticed that my game had greatly improved and they drove me home. The summer passed quickly with all of the tennis I had been playing and soon enough it was time for school again this year I would be entering the 5<sup>th</sup> grade and my tennis agenda would be 4pm - 6pm on Monday and Thursday, 1pm - 4pm on Saturday and occasional tournaments about once a month.

I played 5 tournaments and this is how I did; I played 2 at a college one of which I won the back draw then I tried 2 12 and under tournaments and the first one I lost the first match 0-6, 0-6 and the second

match 5-7, 5-7 and in the other 12 and under I lost 7-5, 4-6, 0-6. In the last tournament that I played I came in second place!

Finally winter break was upon me, and my family made up our minds that we were going to go up north. It was a great break from school but halfway through, the most terrible thing happened. I was watching a bowl game on Christmas afternoon and my brothers were fooling around jumping up and down on the couch when my youngest brother, B jumped into the air off balance and landed smack on my right arm. I leaned on to the floor and started whimpering in pain. S, my other brother ran upstairs crying. B on the other hand started laughing.

When we got home five days later, I went to go see an orthopedic Surgeon and he told us no more tennis for 6 weeks. About four weeks passed and here I am now spilling my whole story on a piece of paper.

**Score Point: 4**

This response is clear and focused on the student's talent of playing tennis. It is well developed with appropriate details. Descriptive word choice (fresh green court, my heart racing and pumping hard) and voice (I just love smacking the ball into the opposite corner that my enemy is fleeing to) add to the effectiveness of the writing.



## Student Response 11

"Our next performer will be A \_\_\_\_\_," said my piano teacher introducing me. I jumped at the sound of my ~~name~~ "and you're in the fifth grade, right A \_\_\_\_\_?" She went on.

I tried to look like I hadn't heard her. My legs and knees, which had been working perfectly about 5 minutes ago, were now wobbling, like I hadn't slept in days.

I had been glancing around the entire place, looking at the dark, grey and boring walls, the stiff piano, the perfect carpet (I bet they don't get many grape juice stains on there!) and the most reassuring thing of all - the looks on the people's faces. Through this entire, stupid, recital, not one of them had smiled (OK, maybe one had.)

"A \_\_\_\_\_?" My teacher's voice brought me back from my day dream, back to darn, cold reality.

I unwillingly watched my feet move, one step at a time, thinking, wondering, wondering why in the world I was doing this. I think the entire population of the retirement home I was playing in could hear the lightning fast, thundering beat of my heart.

Then I realized I had already reached the piano and was sitting down. My piano teacher had a surprised look of puzzlement on her face, like she was puzzled by my actions. She acted like this wasn't a very important recital at a retirement home. She acted like this was just

practice.

All eyes were on me. So I shifted in my seat and played.

My first peice went fine.

My second peice got somany rounds of applause the other performers got jealous.

My last peice? You can guess what happened then. It was supposed to be my best one. My dad even sang with it! And yet, I messed up!

The audience went silent for a minute and then remembered they were supposed to clap.

I grimaced and tried to get back to my seat without falling and killing any one. (My mom got the whole thing on tape!)

I plopped down and immelintly decided that from that moment on, I was NOT going to nees up like that again. Not Even. (OK, maybe sometimes)

I first discovered my talent for piano about a year ago, when I composed my first peice. My dad wrote the lyrics.

The only problem with my talent is that I can't choose when I come up with a great, fabulous,unbelievable peice or a stupid, simple, crummy one.

My piano teacher is forcing me to audition for a jazz combo, and as much as I like my talent, I don't think I'm ready for it.



Maybe if I work hard for a long time I might be able to  
exercise my talent enough to join, and if not, I guess I'll just  
continue writing peices.

The End

**Score Point: 4**

The writing in this response is clear and focused on the central idea (A's talent for piano). There is a clear sense of wholeness provided by the natural flow of the writing. The humorous asides (I bet they don't get many grape juice stains on there!) provide engaging voice. Descriptive word choice and varied sentence structure also add to the effectiveness of the response.

## Student Response 12

Dear Mr. B

We have received your request, and are planning to send scouts to your game on the 17<sup>th</sup> of June to observe it, and possibly sign contracts.

Sincerely,

The Scouting Office  
of the Chicago  
Cubs

I stood, staring at the letter in awe. "That's right Tom" Coach B said. My mouth was hanging open. I couldn't help myself. "But how?" I inquired, my mouth still hanging open like a panting dog.

He took a deep breath as if preparing to tell a long story, and announced "Well, I have a few friends" - but I stopped him. That

was all I needed to know. So I gave him a nod, and posted my second question: "Why didn't you tell me when you told everyone else?" "I wanted it to be a surprise," he replied. So I went back to our team's normal course of practice with new inspiration. After all, that day was June 17<sup>th</sup>.

I had just arrived, so I decided to warm him up. I was doing the pitching, and he the catching. I didn't think it mattered if I threw some pitches, but Coach did. He said that if B., our starting pitcher today, didn't show up, I would have to pitch. To tell you the truth, he didn't show up.

So I was stuck with pitching. Not exactly stuck, because I like pitching, but you know what I mean. In the top of the first, I walked a few guys. There were men on first and third after a flyout. If this was just the first inning, maybe I was stuck with pitching.

Luckily, I managed to get the next batter to ground into an inning-ending double play. For the next five innings I didn't have any trouble. Nevertheless, the opposing pitcher had some. I doubled in two runs, while J.'s triple knocked in another. In the 7<sup>th</sup>, I started having trouble.

With 2 outs, I walked a man. On the next pitch, he stole second. I didn't know he was stealing, so I caught the ball when I threw it. Next, I threw a pickoff throw into centerfield. Luckily, A. grabbed it and nailed the runner, who had taken a wide turn around third base.

After pitching a perfect 8<sup>th</sup> inning, I only had one inning to go. I was suprised Coach B. had left me in this long. Normally, he would have taken me out at this point. There was something strange going on. I didn't have any time to worry about it though, because I was going to have to pitch the ninthe inning, and end the game.

In the ninth inning, I struck out the first two batters. One out to go. I had two strikes on the last batter. One strike to go. I thought of what pitch to throw. My thoughts concluded when I decided on a curve ball. I reared back, fired, and watched it sail through the air.

It was hanging at the same height. I wished it would break. Finally, it started dropping. Horror filled every bone in my body as I saw a wide, hungry green spread

across the batter's face. He had been expecting a curve ball. In this moment of tranquility, I reflected on whether or not I should have thrown a curve ball. In a fraction of a second I would know.

The batter started to swing with what looked like all the power he could muster. He kept on gleaming eye on the ball as he swung. At this point it looked as though nothing could stop him. He was going to ruin my shutout.

The next moment, I remember in a way as one of the more amazing points of my life. Something, probably a speck of dust or dirt, flew into the batter's eye. He blinked. In the ten-thousandth of a second in which he blinked, the ball moved closer, and then, lower.

This  $\frac{1}{10}$  of an inch lower caused the ball to be more in the middle of the bat. As a result, he hit a line drive straight to me. Instantly reacting, I stuck out my glove and caught the ball. I had ended the game. Everyone in the crowd cheered as if they each had their own megaphone. But why that loud? All I had done was pitch a shutout. Or so I thought.

Finally, I realized. I had done much more than that. This was why Coach B. had kept me

in. The thought amazed me. I threw his catcher's mask aside and ran out to me. "You pitched a — no-hitter!" I interrupted. Now the scouts were coming out of the stands and approaching me.

They told me I had a lot of talent, but I wasn't ready for the big leagues. Still ecstatic over my win, I read and then signed it. It stated that the Cubs administration would put me through college and hire me to play in the minor leagues after I had completed college.

I couldn't believe it. All those years of practicing and playing baseball had brought me to doing it for a living. It was a dream come true. Many boys grow up fantasizing of playing professional baseball, but only a numbered few actually get to do it. And I was lucky enough to be chosen as one of those few.

Then, I woke up. It was too bad that all of that was just a dream. I was a little sad about it. My dream was very realistic. In real life, it was a Saturday morning, and I



had slept in.

When I went downstairs, my father asked, "Didn't you say that you were going to wake up early every Saturday morning and go out to practice baseball for the day those scouts are coming to your game?" "I was," I replied "but today I didn't wake up early." So I downed my Cherrios and set out with my younger brother, C, for our high school's baseball diamond.

We started playing catch as soon as we got there. Next we moved to fielding practice. I hit some really far ones in batting practice. We worked for several hours until, finally, we had started pitching.

Pitching was my favorite part of baseball. Each pitch a unique work of art, and a unique purpose. Sadly, it was getting dark, and we had to leave. As C and I walked home, my thoughts turned to my dream that morning. I thought that if I worked hard every Saturday, if I worked as hard as I did today, then maybe, just maybe, this dream of mine would come true.

Score Point: 4

This response is clear and focused on the writer's goal of playing professional baseball. The response is well developed with a variety of appropriate examples and details. The writer successfully takes the unique approach of moving from dream into reality (it was only a dream...but someday this dream will come true). Precise, vivid word choice and skillful use of writing conventions provide an engaging voice to the writing.

District: MICHIGAN DEPARTMENT OF TREASURY  
 School: PUBLIC SCHOOLS  
 Codes: District- 99999  
 Run Date: 05/15/02

Michigan Educational Assessment Program  
 Grade 5  
 Writing Frequency Distribution  
 Winter 2002

Writing Frequency Distribution

	Raw Score	Freq.
Not Yet Proficient	0.0	503
	0.5	0
	1.0	2,027
	1.5	4,585
	2.0	47,662
Proficient	2.5	25,395
	3.0	39,350
	3.5	3,128
	4.0	1,030

Total Number of Students: 123,680

A score of 2.0 or below is considered Not Yet Proficient.

A score of 2.5 or above is considered Proficient.

### Frequency Distribution of Comments

Frequency	Comment
7,015	1: This response lacks clarity and/or focus on the central idea.
20,318	2: This response demonstrates limited control over sentence structure, vocabulary and/or conventions, making the paper awkward or difficult to understand.
56,357	3: This response needs relevant details and examples to adequately develop the ideas and content.
13,233	4: This response lacks coherent organization or direction, which may cause confusion for the reader.
35,721	5: This response needs richer development of the central idea with some additional, relevant details and examples to get a higher score.
9,993	6: This response needs tighter control of organization and/or the connections among ideas to get a higher score.
27,935	7: This response needs more control of conventions, variation of the language and sentence structure, or stronger voice to get a higher score.
1,030	8: This response earned the highest scorepoint of 4.
3,128	9: This response represents a highly competent response.